

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

School Results

School: Hancock Grammar School

District: RSU 24

Code: 3169-1260



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Grade Level Summary Report

School: Hancock Grammar School
 District: RSU 24
 State: Maine
 Code: 3169-1260

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	26			194			14,397			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	26	26	26	187	187	187	14,031	14,013	13,967	100	100	100	96	96	96	97	97	97
With an approved accommodation	2	2	2	26	26	26	2,072	2,057	1,975	8	8	8	14	14	14	15	15	14
Current LEP Students	0	0	0	5	5	5	380	386	378	0	0	0	3	3	3	3	3	3
With an approved accommodation	0	0	0	1	1	1	170	176	166				20	20	20	45	46	44
IEP Students	1	1	1	25	25	25	2,082	2,068	2,052	4	4	4	13	13	13	15	15	15
With an approved accommodation	1	1	1	23	23	23	1,634	1,624	1,559	100	100	100	92	92	92	78	79	76
Students not tested in NECAP	0	0	0	7	7	7	366	384	430	0	0	0	4	4	4	3	3	3
State Approved	0	0	0	7	7	7	251	258	265				100	100	100	69	67	62
Alternate Assessment	0	0	0	7	7	7	221	221	225				100	100	100	88	86	85
First Year LEP	0	0	0	0	0	0	3	0	3				0	0	0	1	0	1
Withdrew After October 1	0	0	0	0	0	0	0	0	0				0	0	0	0	0	0
Enrolled After October 1	0	0	0	0	0	0	0	0	0				0	0	0	0	0	0
Special Consideration	0	0	0	0	0	0	27	37	37				0	0	0	11	14	14
Other	0	0	0	0	0	0	115	126	165				0	0	0	31	33	38

NECAP RESULTS

		School												District						State						
		Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
		N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	26	0	0	26	11	42	11	42	3	12	1	4	853	187	22	58	16	3	849	14,031	21	56	17	6	848	
MATH	26	0	0	26	11	42	9	35	4	15	2	8	848	187	17	48	20	15	843	14,013	17	43	21	19	842	
WRITING	26	0	0	26	2	8	17	65	6	23	1	4	843	187	5	55	33	8	840	13,967	7	44	37	12	839	

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Reading Results

School: Hancock Grammar School
 District: RSU 24
 State: Maine
 Code: 3169-1260

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 859–880)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 840–858)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

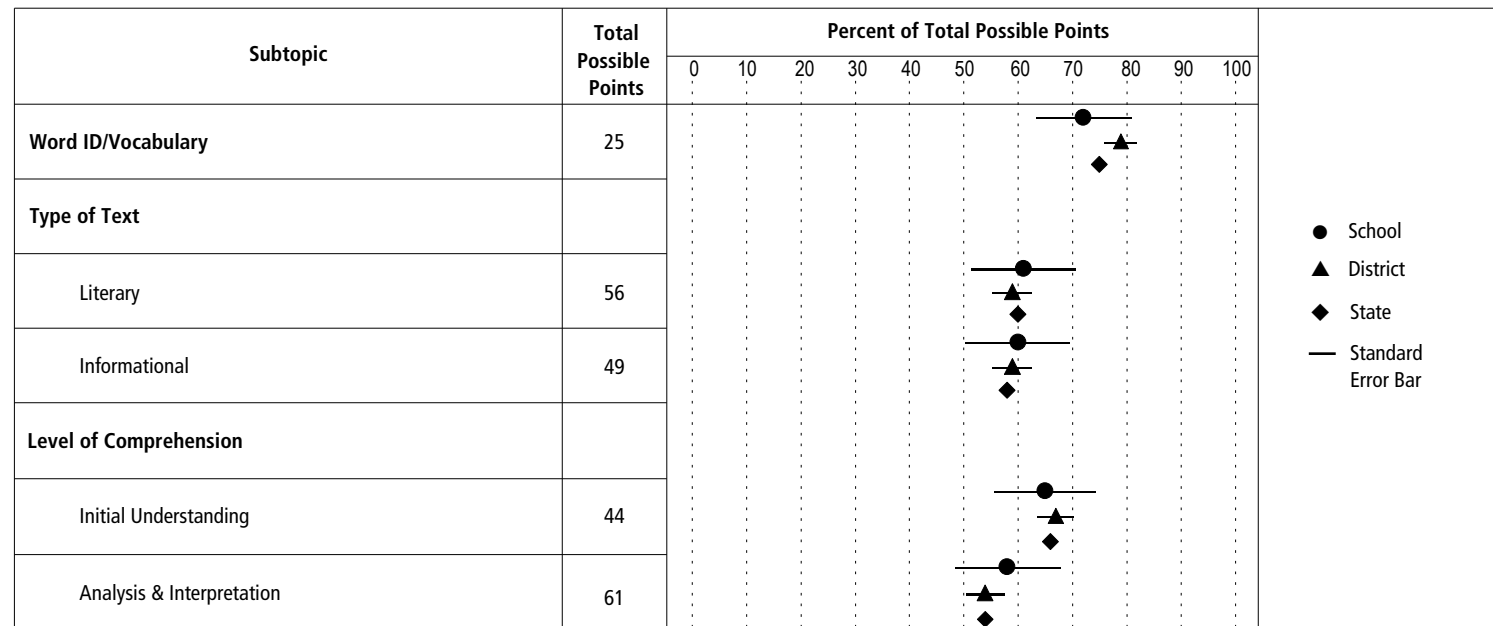
(Scaled Score 828–839)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 800–827)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	23	0	1	22	0	0	14	64	7	32	1	5	844
2010-11	24	0	0	24	7	29	13	54	4	17	0	0	852
2011-12	26	0	0	26	11	42	11	42	3	12	1	4	853
Cumulative Total	73	0	1	72	18	25	38	53	14	19	2	3	850
District													
2009-10	198	2	2	194	21	11	109	56	56	29	8	4	846
2010-11	210	2	0	208	36	17	119	57	43	21	10	5	848
2011-12	194	7	0	187	42	22	109	58	30	16	6	3	849
Cumulative Total	602	11	2	589	99	17	337	57	129	22	24	4	848
State													
2009-10	14,466	245	120	14,101	2,092	15	7,584	54	3,378	24	1,047	7	846
2010-11	14,368	263	147	13,958	2,341	17	7,783	56	3,096	22	738	5	847
2011-12	14,397	251	115	14,031	2,933	21	7,864	56	2,380	17	854	6	848
Cumulative Total	43,231	759	382	42,090	7,366	18	23,231	55	8,854	21	2,639	6	847





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Reading Results

School: Hancock Grammar School
 District: RSU 24
 State: Maine
 Code: 3169-1260

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	26	0	0	26	11	42	11	42	3	12	1	4	853	187	22	58	16	3	849	14,031	21	56	17	6	848
Gender																									
Male	9	0	0	9										95	17	59	20	4	847	7,091	15	57	20	8	846
Female	17	0	0	17	6	35	9	53	2	12	0	0	854	92	28	58	12	2	852	6,940	27	55	14	4	851
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										5						203	12	60	20	8	845
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						107	10	55	23	11	844
Asian	0	0	0	0										2						235	33	44	16	7	851
Black or African American	0	0	0	0										1						373	9	44	28	19	840
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	50	10	0	856
White	24	0	0	24	10	42	10	42	3	13	1	4	853	174	23	58	16	3	850	12,968	21	57	17	6	849
Two or more races	1	0	0	1										5						135	20	58	19	4	849
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										5						380	6	38	32	23	838
Former LEP student - monitoring year 1	0	0	0	0										0						18	44	56	0	0	860
Former LEP student - monitoring year 2	0	0	0	0										0						26	58	42	0	0	860
All Other Students	26	0	0	26	11	42	11	42	3	12	1	4	853	182	23	58	16	3	850	13,607	21	57	17	6	849
IEP																									
Students with an IEP	1	0	0	1										25	0	36	44	20	836	2,082	1	33	39	27	835
All Other Students	25	0	0	25	11	44	11	44	3	12	0	0	854	162	26	62	12	1	851	11,949	24	60	13	2	851
SES																									
Economically Disadvantaged Students	13	0	0	13	5	38	7	54	1	8	0	0	854	93	14	63	20	2	847	5,990	11	55	24	10	844
All Other Students	13	0	0	13	6	46	4	31	2	15	1	8	853	94	31	53	12	4	852	8,041	28	57	12	3	852
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	26	0	0	26	11	42	11	42	3	12	1	4	853	187	22	58	16	3	849	14,022	21	56	17	6	848
Title I																									
Students Receiving Title I Services	0	0	0	0										28	4	64	29	4	843	1,368	9	53	30	9	843
All Other Students	26	0	0	26	11	42	11	42	3	12	1	4	853	159	26	57	14	3	850	12,663	22	56	16	6	849
504 Plan																									
Students with a 504 Plan	2	0	0	2										9						401	14	64	19	4	847
All Other Students	24	0	0	24	11	46	9	38	3	13	1	4	854	178	24	57	16	3	849	13,630	21	56	17	6	848

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Mathematics Results

School: Hancock Grammar School
 District: RSU 24
 State: Maine
 Code: 3169-1260

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 852–880)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 840–851)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

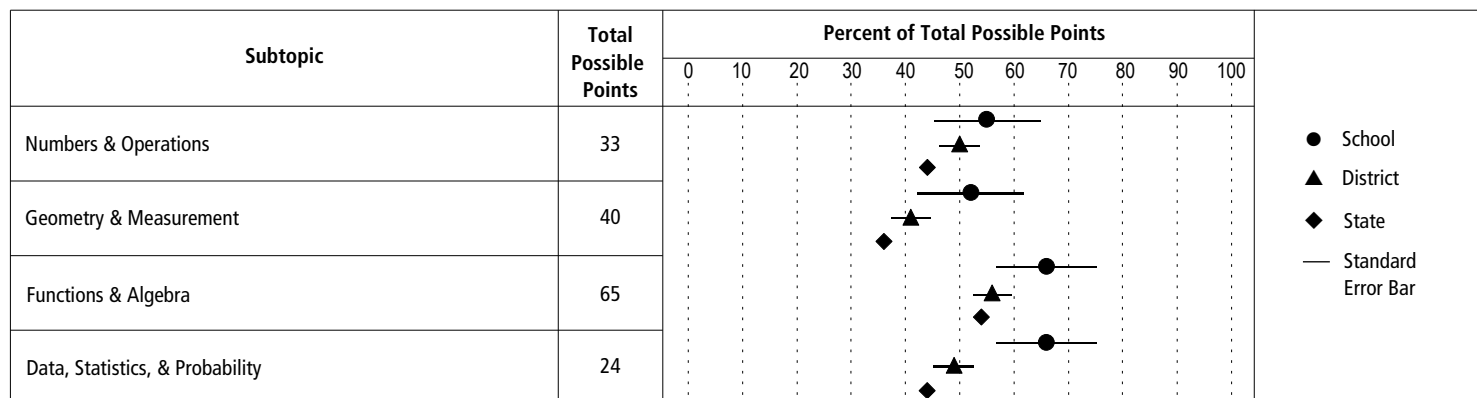
(Scaled Score 834–839)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 800–833)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	23	0	1	22	1	5	11	50	7	32	3	14	840
2010-11	24	0	0	24	5	21	13	54	4	17	2	8	845
2011-12	26	0	0	26	11	42	9	35	4	15	2	8	848
Cumulative Total	73	0	1	72	17	24	33	46	15	21	7	10	845
District													
2009-10	198	1	2	195	31	16	86	44	50	26	28	14	842
2010-11	210	0	0	210	33	16	93	44	52	25	32	15	842
2011-12	194	7	0	187	32	17	90	48	37	20	28	15	843
Cumulative Total	602	8	2	592	96	16	269	45	139	23	88	15	842
State													
2009-10	14,466	236	115	14,115	2,283	16	6,119	43	3,019	21	2,694	19	842
2010-11	14,368	223	162	13,983	2,310	17	5,894	42	3,048	22	2,731	20	842
2011-12	14,397	258	126	14,013	2,374	17	6,035	43	3,002	21	2,602	19	842
Cumulative Total	43,231	717	403	42,111	6,967	17	18,048	43	9,069	22	8,027	19	842





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Mathematics Results

School: Hancock Grammar School
District: RSU 24
State: Maine
Code: 3169-1260

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	26	0	0	26	11	42	9	35	4	15	2	8	848	187	17	48	20	15	843	14,013	17	43	21	19	842
Gender																									
Male	9	0	0	9										95	17	45	20	18	843	7,084	17	41	22	20	842
Female	17	0	0	17	6	35	7	41	4	24	0	0	848	92	17	51	20	12	844	6,929	17	45	21	17	843
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										5						202	10	39	27	25	839
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						107	6	36	29	30	838
Asian	0	0	0	0										2						235	25	42	16	17	845
Black or African American	0	0	0	0										1						375	6	25	26	43	834
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	40	40	20	0	847
White	24	0	0	24	10	42	8	33	4	17	2	8	848	174	18	49	18	15	844	12,949	17	44	21	18	842
Two or more races	1	0	0	1										5						135	16	43	15	27	842
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										5						386	5	21	26	48	833
Former LEP student - monitoring year 1	0	0	0	0										0						18	11	61	22	6	844
Former LEP student - monitoring year 2	0	0	0	0										0						26	38	50	12	0	849
All Other Students	26	0	0	26	11	42	9	35	4	15	2	8	848	182	18	49	19	15	844	13,583	17	44	21	18	842
IEP																									
Students with an IEP	1	0	0	1										25	0	4	28	68	830	2,068	2	15	23	61	831
All Other Students	25	0	0	25	11	44	9	36	4	16	1	4	849	162	20	55	19	7	845	11,945	20	48	21	11	844
SES																									
Economically Disadvantaged Students	13	0	0	13	5	38	5	38	3	23	0	0	848	93	11	46	25	18	842	5,979	8	37	27	29	838
All Other Students	13	0	0	13	6	46	4	31	1	8	2	15	848	94	23	50	15	12	845	8,034	24	48	18	11	845
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	26	0	0	26	11	42	9	35	4	15	2	8	848	187	17	48	20	15	843	14,004	17	43	21	19	842
Title I																									
Students Receiving Title I Services	0	0	0	0										28	0	21	36	43	836	1,365	5	29	34	33	837
All Other Students	26	0	0	26	11	42	9	35	4	15	2	8	848	159	20	53	17	10	845	12,648	18	45	20	17	843
504 Plan																									
Students with a 504 Plan	2	0	0	2										9						400	13	43	27	17	841
All Other Students	24	0	0	24	11	46	9	38	3	13	1	4	850	178	18	49	19	15	844	13,613	17	43	21	19	842

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Writing Results

School: Hancock Grammar School
 District: RSU 24
 State: Maine
 Code: 3169-1260

Proficient with Distinction (Level 4)

Student's writing demonstrates an ability to respond to prompt/task with clarity and insight. Focus is well developed and maintained throughout response. Response demonstrates use of strong organizational structures. A variety of elaboration strategies is evident. Sentence structures and language choices are varied and used effectively. Response demonstrates control of conventions; minor errors may occur.

(Scaled Score 854–880)

Proficient (Level 3)

Student's writing demonstrates an ability to respond to prompt/task. Focus is clear and maintained throughout the response. Response is organized with a beginning, middle, and end with appropriate transitions. Details are sufficiently elaborated to support focus. Sentence structures and language use are varied. Response demonstrates control of conventions; errors may occur but do not interfere with meaning.

(Scaled Score 840–853)

Partially Proficient (Level 2)

Student's writing demonstrates an attempt to respond to prompt/task. Focus may be present but not maintained. Organizational structure is inconsistent with limited use of transitions. Details may be listed and lack elaboration. Sentence structures and language use are unsophisticated and may be repetitive. Response demonstrates inconsistent control of conventions.

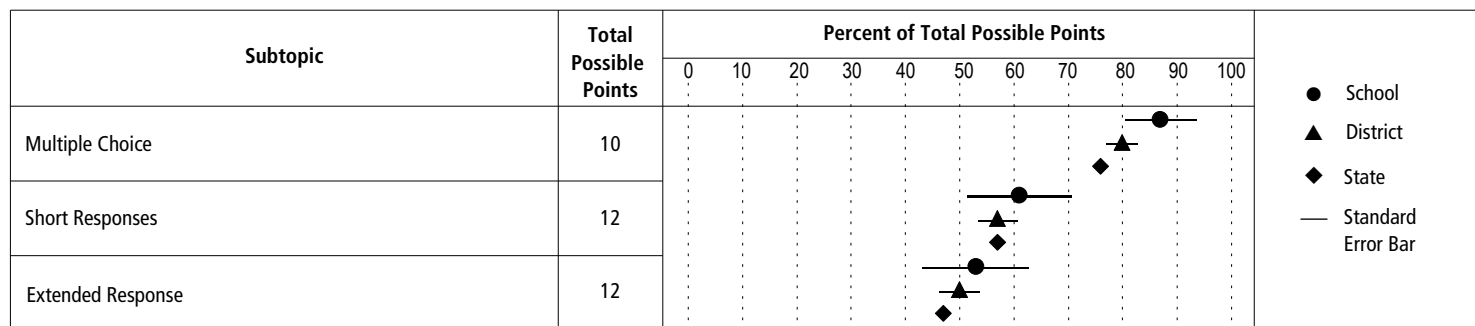
(Scaled Score 827–839)

Substantially Below Proficient (Level 1)

Student's writing demonstrates a minimal response to prompt/task. Focus is unclear or lacking. Little or no organizational structure is evident. Details are minimal and/or random. Sentence structures and language use are minimal or absent. Frequent errors in conventions may interfere with meaning.

(Scaled Score 800–826)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10													
2010-11	24	0	0	24	3	13	11	46	6	25	4	17	841
2011-12	26	0	0	26	2	8	17	65	6	23	1	4	843
Cumulative Total	50	0	0	50	5	10	28	56	12	24	5	10	842
District													
2009-10													
2010-11	210	2	0	208	12	6	96	46	80	38	20	10	840
2011-12	194	7	0	187	9	5	102	55	61	33	15	8	840
Cumulative Total	404	9	0	395	21	5	198	50	141	36	35	9	840
State													
2009-10													
2010-11	14,368	254	210	13,904	1,035	7	6,332	46	5,179	37	1,358	10	840
2011-12	14,397	265	165	13,967	963	7	6,116	44	5,175	37	1,713	12	839
Cumulative Total	28,765	519	375	27,871	1,998	7	12,448	45	10,354	37	3,071	11	839





Fall 2011 - Beginning of Grade 8 NECAP Tests

Grade 8 Students in 2011-2012

Disaggregated Writing Results

School: Hancock Grammar School
 District: RSU 24
 State: Maine
 Code: 3169-1260

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	26	0	0	26	2	8	17	65	6	23	1	4	843	187	5	55	33	8	840	13,967	7	44	37	12	839
Gender																									
Male	9	0	0	9										95	2	44	42	12	837	7,056	4	35	43	18	836
Female	17	0	0	17	2	12	11	65	3	18	1	6	844	92	8	65	23	4	843	6,911	10	53	31	7	841
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	1	0	0	1										5						199	5	35	45	15	837
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						107	3	28	50	20	835
Asian	0	0	0	0										2						235	11	51	28	11	841
Black or African American	0	0	0	0										1						368	2	29	43	26	833
Native Hawaiian or Pacific Islander	0	0	0	0										0						10	10	60	30	0	843
White	24	0	0	24	1	4	16	67	6	25	1	4	842	174	5	55	33	7	840	12,915	7	44	37	12	839
Two or more races	1	0	0	1										5						133	7	49	34	11	839
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	0	0	0	0										5						378	2	23	44	31	831
Former LEP student - monitoring year 1	0	0	0	0										0						18	22	61	17	0	846
Former LEP student - monitoring year 2	0	0	0	0										0						26	15	69	15	0	846
All Other Students	26	0	0	26	2	8	17	65	6	23	1	4	843	182	5	54	33	8	840	13,545	7	44	37	12	839
IEP																									
Students with an IEP	1	0	0	1										25	0	8	60	32	829	2,052	<1	9	43	47	827
All Other Students	25	0	0	25	2	8	17	68	5	20	1	4	843	162	6	62	28	4	841	11,915	8	50	36	6	841
SES																									
Economically Disadvantaged Students	13	0	0	13	1	8	9	69	3	23	0	0	844	93	4	46	41	9	838	5,947	3	32	45	19	835
All Other Students	13	0	0	13	1	8	8	62	3	23	1	8	842	94	5	63	24	7	841	8,020	10	52	31	7	841
Migrant																									
Migrant Students	0	0	0	0										0						9					
All Other Students	26	0	0	26	2	8	17	65	6	23	1	4	843	187	5	55	33	8	840	13,958	7	44	37	12	839
Title I																									
Students Receiving Title I Services	0	0	0	0										28	0	32	54	14	836	1,360	3	28	52	17	835
All Other Students	26	0	0	26	2	8	17	65	6	23	1	4	843	159	6	58	29	7	841	12,607	7	45	35	12	839
504 Plan																									
Students with a 504 Plan	2	0	0	2										9						399	3	35	48	14	836
All Other Students	24	0	0	24	2	8	17	71	4	17	1	4	844	178	5	57	31	7	840	13,568	7	44	37	12	839

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.